

**Office of Superintendent of Public Instruction (OSPI) and
Association of Educational Service Districts (AESD)
Partnership for an *Aligned System of Statewide Assistance:*
*Coordinated Services Agreement (CSA)***

December 2011 Revision Taskforce Members

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Preamble

Washington's vision as articulated in our state's Education Reform Plan, Basic Education Act, and four State Learning Goals is for every Washington public school student to graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st century. It is impossible for one entity alone to achieve this vision. Therefore, it is OSPI's and the AESD's collective, purpose to work together to support quality instruction and learning for ALL students, every day, and in every classroom.

Now is the time to provide an aligned system of support and assistance to schools and districts that will stretch leadership responsibilities between and among OSPI and the ESDs for the greatest statewide impact on student achievement for all of Washington's students. Quality instruction and support for ALL students can best occur by continuing to learn from each other, as well as by developing and providing leadership and system-level solutions for capacity-building and sustainability together.

Background and Purpose:

For over 10 years, OSPI and the nine regional Educational Service Districts (ESDs) have partnered to implement a variety of state and federal initiatives to support improving student learning and services to support school districts across the state. Since the early 2000's, OSPI and ESD leadership have come together to establish a more coordinated partnership that more effectively articulates shared program goals, expectations, and accountabilities for both partners with statewide programs/initiatives regardless of whether funding is provided. Also inherent within the ESD state network is the commitment for the ESDs to support one another to ensure capacity within each region to serve the state. This commitment to improving statewide coordination, communication, and alignment of initiatives represents a deep belief that investing in and maintaining a functioning partnership is critical to continuing to provide support to all 295 Washington school districts.

This document represents an agreement for shared coordination of an aligned system of statewide assistance designed to ensure equity of opportunity for all students in the state of Washington. To this end, the Superintendent of Public Instruction and each ESD superintendent represented within the Association of Educational Service Districts (AESD) agree to commit to establishing and maintaining the OSPI/AESD partnership as articulated through the CSA. The partners agree to work together to realize an open and

coordinated system focused on shared statewide initiatives that collaborates on goals and accountability measures, deliverables (when applicable), and that engages in continual improvement efforts to strengthen the efficacy of the partnership on behalf of Washington's students.

The purpose of the CSA is to clearly articulate this partnership and to advance a statewide system of assistance through design and regional delivery of services in order to increase statewide capacity to achieve educational equity by:

- improving student achievement as envisioned by the four Washington State Learning Goals; and
- providing leadership and support through consistent implementation of statewide initiatives using research- and evidence-based practices, consistent with national implementation research (e.g., Fixsen, et al.);
- supporting school districts to remain in compliance with key federal and/or state requirements; and
- supporting management of core fiscal and administrative functions for the almost 200 school districts with 2,000 or fewer students.

Appendices A and B of the CSA will be reviewed and updated annually by the CSA Leadership and Program Operating Teams.

Section 1: Key Definitions

A. "Partnership"

For the purpose of the CSA, the operational definition is:

- a relationship of mutual trust and commitment to promote, maintain, and sustain an aligned system of statewide assistance;
- recognition of the mutual benefit, comparative advantage, and fiscal capacity that each partner brings to the relationship;
- recognition that investment in the partnership is an ongoing investment that can effectively sustain consistent and aligned support for school districts;
- maintaining a culture of collaborative design and planning for of statewide initiative implementation as a precursor to regional delivery;
- establishing and enhancing a functional and on-going communication system; and
- ongoing monitoring and evaluation of the system for continuous improvement, accountability, and fiscal sustainability.

B. "Regional Delivery System"

For the purpose of the CSA, the operational definition is:

- acknowledgment of varied state and regional human and fiscal capacity and resources; and recognition of the mutual benefit and comparative advantage of an aligned system;
- recognition that consistent support and implementation of statewide initiatives needs to be aligned with local demographics, achievement, and existing support structures;
- deep understanding of school districts' needs with regard to their own capacity and student achievement;
- the importance of maintaining capacity to respond and customize delivery to meet school district and school community needs; and
- a commitment to promote, maintain, and sustain an aligned system of statewide and regional assistance.

Section 2: OSPI/AESD CSA Leadership Structures

Successful implementation of Statewide Assistance Initiatives hinges on a nimble and coordinated leadership structure that ensures executive sponsorship of partnership efforts, as well as ongoing program-specific coordination. As such there are two primary levels of leadership for the CSA:

CSA Leadership Teams

Membership of this team and overall sponsorship of statewide initiative work is defined by the Superintendent of Public Instruction and the nine ESD superintendents. Members will consist of representatives from (with others added, as necessary to accomplish and inform partnership efforts):

OSPI Divisional Leadership

Teaching & Learning

Special Programs, Secondary Education, School Improvement, and Federal Accountability

Early Learning

Learning and Teaching Student Support

Information Technology

Fiscal Services

Federal Policy & Grant Administration

Assessment and Student Information (as necessary)

AESD Leadership

Assistant Superintendents for Teaching & Learning

Assistant Superintendents for Early Learning

Assistant Superintendents for Fiscal

Assistant Superintendents (or Directors) for Support and/or Technology (as necessary)

Members of the Leadership Team will work together to define what constitutes a Statewide Initiative and to make the determination if projects presented to them meet such guidelines, including identification of the resources necessary to support implementation. This will include an annual review of the programs and initiatives included in Appendix B, consistent with the annual schedule articulated in Appendix A. In addition to one annual meeting of all OSPI and AESD members of the CSA Leadership Team, ongoing coordination among CSA Leadership Team members will occur on a regular basis and will be integrated into standing meetings at both the OSPI and ESD levels (e.g., through monthly ESD Assistant Superintendent meetings).

Members of the Leadership Team will be designated to work with specific partnership initiatives to ensure statewide efforts meet the spirit and understandings set forth in the CSA, and will provide leadership support for the development, delivery, monitoring and adjustment, and accountability of the initiative. Members will fully participate in the Leadership Team, utilizing elements of a collaborative work team, and will include regular briefings to OSPI/ESD Superintendents on the status of partnership activities.

CSA Program Operating Teams

Members of the CSA Leadership Team will establish and define the membership for the CSA Program Operating Teams, as necessary. These teams will support the ongoing work of specific statewide programs or initiatives and membership will consist of program directors and/or coordinators from OSPI and the ESDs with the responsibility to carry-out the programs.

Section 3: Considerations and Accountabilities for CSA Programs and Initiatives

There are two types of programs and/or initiatives defined within the CSA:

1) Funds provided to ESDs:

- a. **Specific or Targeted Program Funds** – State and/or federally funded programs/initiatives in which specific funding is provided to the ESDs to support implementation consistent with state and/or federal requirements. These programs fall into two categories: 1) programs intended to have a statewide scope; and 2) programs with a regional scope. The latter are programs in which ESDs have generally applied for and received unique grant funds to implement a particular program within their region, but are not meant to have statewide “reach”. Amounts of funding to the ESDs may vary based on needs within an ESD region and/or specific performance measures expected. CSA programs/initiatives that receive state and/or federal funds will adhere to the General Assurances that will be included in each separate contract (e.g., iGrant form package or standard contract), as appropriate.
- b. **Flow-Through Funds** – State funds that are provided to the ESDs through the OSPI apportionment system associated with “core” activities at the regional levels (such as general core funding; and math and science coordinator funding)
- c. **Mandated Fee-Driven Services** – These are activities in which the ESDs are directed by state statute to provide a service for school districts in their region; however, state funding is not provided for the work. In these cases, ESDs provide the service and charge user fees to districts wishing to access the service.

And

2) Statewide initiatives: These initiatives are state and/or federal initiatives involve coordination of statewide efforts affecting all 295 school districts. Partnership engagement to support statewide implementation is determined annually by the CSA Leadership Team. Implementation and support of these initiatives is generally assumed within existing core activities within OSPI and the ESDs and is independent of fund source.

Regardless of whether specific funding is provided for the program/initiative, all CSA programs/initiatives will be defined annually through a yearly work plan or scope of work developed jointly by OSPI and ESD teams following the broad timeline outlined in Appendix A. Appendix B will be updated annually.

To the extent possible, each CSA program/initiative will be articulated by a separate agreement (e.g., iGrant form package, or contract) between OSPI and each ESD based on the following:

- Jointly developed and defined program expectations, timelines, program data, performance measures, and required deliverables, if applicable; agreement by OSPI and ESD partners to operate programs according to the agreed upon workplan, relevant timelines, and clearly defined state or federal requirements, if applicable;
- Consistent and ongoing coordination and communication (program monitoring, if applicable) focused on program implementation and continuous improvement;
- If funding is applicable, all funding will be provided on a reimbursement basis, except for pre-award costs if allowed and delineated in the iGrant form package or contract;
- If funding is applicable, the iGrant form package or contract will address indirect rates, expenditure deadlines, timely access of funding, allowable carryover, if any, and any state or federal requirements for deliverables (with citations).

- In the case of school district insolvency issues, the agreement will outline the responsibilities and expectations for the ESD in supporting districts with this challenge.

Section 4: List of CSA Statewide Assistance Initiatives

The statewide assistance initiatives included within the CSA will be reviewed and updated annually, and are outlined in Appendix B.

Section 5: Signatures of Agreement

I hereby agree to this document and the shared responsibilities and accountability for the Aligned System of Statewide Assistance Coordinated Services Agreement.



(Signature of OSPI Superintendent or Designee)

3/15/12

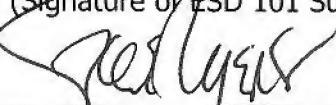
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(Signature of ESD 101 Superintendent)

3/6/12

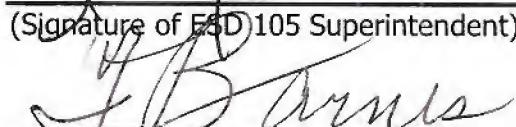
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(Signature of ESD 105 Superintendent)

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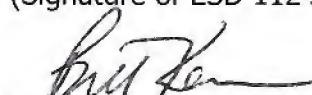
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(Signature of ESD 112 Superintendent)

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Date



(Signature of ESD 113 Superintendent)

3/6/12

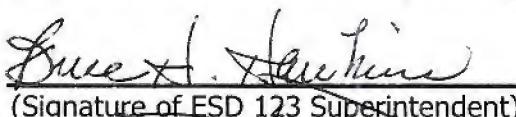
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(Signature of ESD 114 Superintendent)

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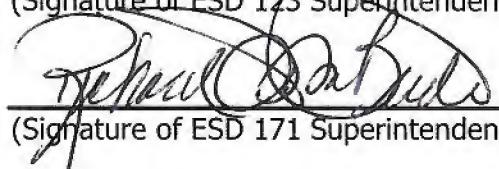
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(Signature of ESD 123 Superintendent)

Mar. 06, 2012

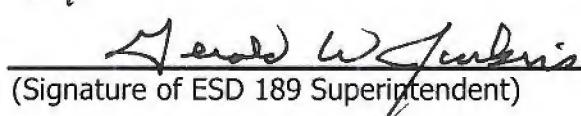
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(Signature of ESD 171 Superintendent)

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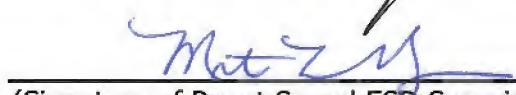
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(Signature of ESD 189 Superintendent)

3/6/12

Date



(Signature of Puget Sound ESD Superintendent)

3/15/12

Date